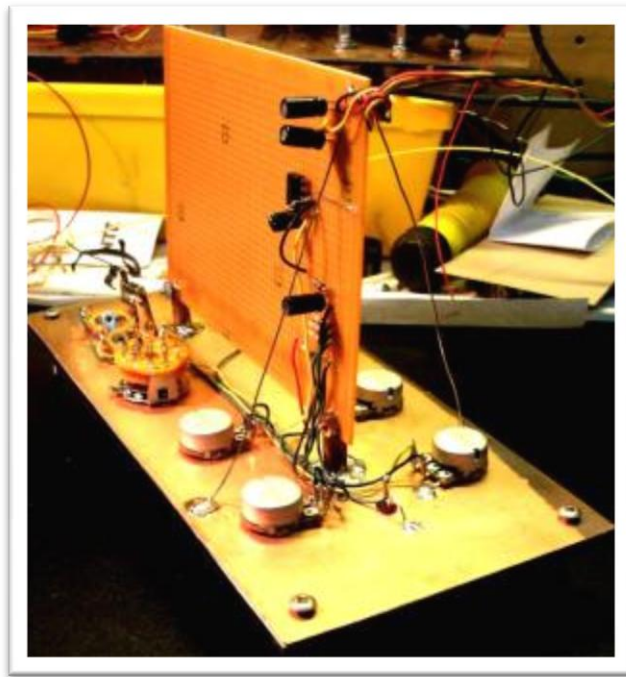Kentucky Teacher Leadership Work Team

PROPOSED TEACHER LEADERSHIP FRAMEWORK

Under Construction!

Kentucky Teacher Leadership Work Team

PROPOSED TEACHER LEADERSHIP FRAMEWORK

This draft document represents the work of a team of educators representing various grant projects and organizations, including: KyNT3 Network to Transform Teaching administered through the Educational Professional Standards Board, Instructional Transformation Grant administered through the Kentucky Department of Education, CTL - the Collaborative for Teaching and Learning, The Fund KY, the Kentucky Education Association, Hope Street Group, and the Bluegrass Center for Teacher Quality.

With credit to/permission from CSTP Teacher Leadership Skills Framework 2009.
Additional sources consulted: TLI's Teacher Leadership Competencies 2014, Teacher Leader Model Standards 2012, ISLLC Draft Standards 2014, Leading Educators Framework 2014, Iowa TLC System, and Boston Teacher Leadership Certificate Program.

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Teacher Leadership Framework Introduction

Goodwin (1994) introduced the notion of *professional vision*, which he defined as "socially organized ways of seeing and understanding events that are answerable to the distinctive interests of a particular social group" (p. 606). Teacher leaders represent such a social group. As such, teacher leaders need to work together and work with others to be able to highlight features of effective pedagogical practice, label productive and unproductive relationships with key stakeholders, and produce artifacts from their leadership efforts that others can use to find their way to change and improvement. The implication of Goodwin's notion for teacher leadership is that if a community of teacher leaders can learn to see *as* (*professional vision*), then they are better able to see *differently* (a *vision for leadership*). Additionally, if teacher leaders want others to support the innovations that the teacher leaders wish to bring to classrooms and to schools, then they need to help others see things the way that they do so that the reason for, logic of, and pathway to innovation will make more sense to these others.

Below is the teacher leadership framework diagram; how should that be 'seen'? It is likely typical for people to view the 6 categories as hierarchical, so that a teacher leader's trajectory would involve extending her or his sphere of influence through the more encompassing components of the categories. However, there is value in seeing this in a different way. The six categories can represent six nested communities of practice or aspects of practice that each influence and are influenced by the others. Looking at the framework through this lens, the categories are interrelated, so that leadership activity in any one category will impinge on and have implications for the other categories. This view also suggests that as a group(s) of teacher leaders works to see things more cogently and understand practice more deeply within one of the spheres, they will be able to apply those lessons to other spheres. For instance, as one learns how to better build relationships and lead groups and teams, then one will likely be able to lead within the classroom better by creating more productive learning environments.

Dr. Brett Criswell
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May 2015

Kentucky Network to Transform Teaching

PROPOSED TEACHER LEADERSHIP FRAMEWORK

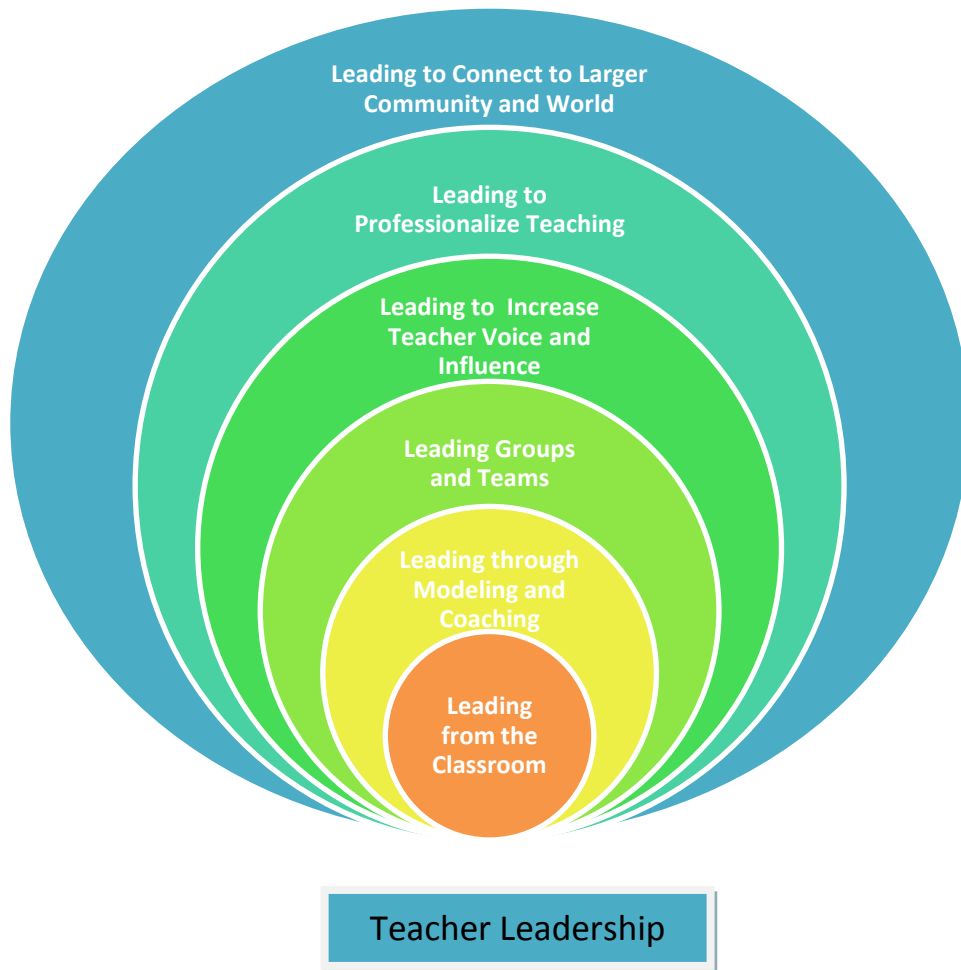## Mission of Teacher Leadership:

Elevate teachers as experts and leaders in and beyond the classroom.

Definition of Teacher Leadership:

Teacher leaders transform their classrooms, schools, and profession, activating teacher growth and achieving equity and excellence for students.

Framework Spheres:

The framework contains six spheres or dimensions, each describing a set of dispositions, core beliefs, knowledge base, requisite skills and unique roles for teacher leaders. While the spheres are interrelated, with each one broadening the stage for teacher leadership, it is not expected that individual teachers will fulfill every role. Rather, these six spheres suggest multiple roles for teacher leaders.

Leading to Connect to Larger Community and World

Leading to Professionalize Teaching

Leading to Increase Teacher Voice and Influence

Leading Groups and Teams

Leading through Modeling and Coaching

Leading from the Classroom

Teacher Leadership

Leading from the Classroom: developing capacities of students and self

Includes: Make decisions that reflect best practice and responsiveness to student needs; model positive learning and leadership behaviors for students; use theory to reflect upon and improve practice; increase knowledge and qualifications, e.g., NBCT

Core Beliefs:

o   Students' intellectual capacity develops through their learning environment.
o   The role of the teacher is to gradually release responsibility for learning to the student.
o   Developing sound thinking skills prepares students for college and career.
o   Teachers must model intellectual curiosity and love of learning if they want their students to possess these traits.
o   Teachers have craft knowledge born of experience that informs their actions.
o   Learning must engage the heart as well as the mind.

Knowledge and Skills:

o   Understand current research on effective practice including Danielson's Framework for Teaching that supports effective practice.
o   Apply content standards and curriculum frameworks.
o   Make adjustments to accommodate students' individual learning needs and interests.
o   Employ a variety of strategies to support authentic learning, formative assessment and student engagement.
o   Understand and apply knowledge of how students learn.
o   Facilitate a student-centered classroom environment.
o   Posses cultural competency.
o   Use listening to and questioning of students in ways that stretch students' thinking and makes them feel valued.
o   Collect and analyze student data to make instructional decisions.
o   Engage with technology to support instruction, make connections and locate resources.

Dispositions: *Approach classroom learning from a student's point of view and plan accordingly. Provide opportuntiies for students to make meaning and create new knowledge. Invest planning and instruction with passion and energy. Reflect on personal effectiveness and continually strive to improve. Seek out and embrace new learning opportunities. Learn from colleagues.*

Vignette:

Susan is learning to let her high school Science students take initiative for designing and conducting experiments, as well as demonstrating what they have learned. Prior to engaging with and earning National Board Certification, Susan was more likely to explain scientific concepts, provide students with data to analyze, and lead them through experiments. Over the past semester she has put more trust in the abilities of her students, and has stepped back to let them learn through doing the work rather than hearing about how to do it from her. This approach has allowed her to offer guidance and instruction as needed, and also to gather formative assessment data during class, which informs her design of subsequent lessons. Moreover, she is documenting the changes she makes and their impact on student learning to share with her colleagues.

Reflection:

1.   *What did Susan need to understand about leadership to allow her to delegate more responsibility for learning to her students?*
2.   *What strategies might Susan use to have her students act more like scientists, actively engaged in experimental design?*
3.   *How might Susan share what she is learning with her colleagues in ways that would provide them with new insights?*

Leading through Modeling and Coaching: developing capacities of peers

Includes: The role of peer observer as envisioned under PGES, as well as mentoring new teachers, coaching to strengthen classroom practice, or sharing expertise in implementing new instructional models

Core Beliefs:

o   Teacher learning is interwoven with student learning.
o   Teachers must experience new practices and models of learning to implement them effectively.
o   Learning is socially constructed and based on prior knowledge and experience.
o   Inquiry-based approaches foster growth.

Knowledge and Skills:

o   Model and promote reflective practice.
o   Create a safe environment for teachers to take risks.
o   Develop trusting and reciprocal relationships.
o   Provide specific feedback on strengths and weaknesses.
o   Consult research on both student and adult learning.
o   Understand theoretical frameworks for teaching.
o   Incorporate cognitive coaching models that emphasize inquiry to guide teachers in improving their practice.
o   Demonstrate interpersonal effectiveness including empathy, warmth and humility.
o   Collect, analyze and use data to support teacher practice.
o   Maximize effectiveness by using technology to collaborate.

Dispositions: *Value the work of learners. Acknowledge professional expertise. Presume positive intent, that all are working in the best interest of students. Expect honest and respectful communication and offer it in return. Recognize progress made.*

Vignette:

Malik is a classroom teacher who also spends part of his time facilitating faculty-wide, job embedded professional development and acting as a peer observer for PGES implementation. While he has thoroughly immersed himself in Danielson's Framework for Teaching, he is new to coaching peers. A well-respected teacher himself, Malik is confident that some of the inquiry-based approaches he uses in the classroom will apply to his new role. He has also thought carefully about the useful feedback from his principal and wants to make sure that in supporting other teachers he is adding value and helping them achieve desired results. He knows there is a natural tension between new learning and established practice and concludes that learning alongside his colleagues and eliciting their feedback on his effectiveness will model the kind of behavioral norms he hopes to establish in others.

Reflection:

1.   *How can Malik incorporate inquiry-based approaches into his role as peer observer?*
2.   *What strategies and understandings are necessary for Malik to deal effectively with resistance he may encounter from peers?*
3.   *What kind of relationship-building will cultivate honest and constructive reciprocal feedback?*
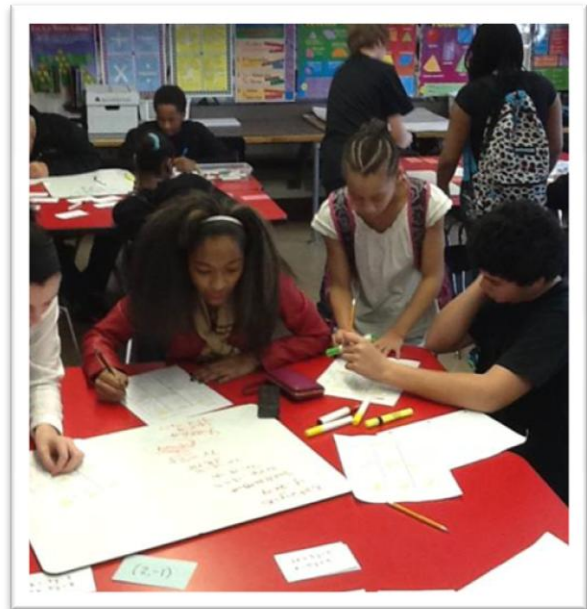
Leading Groups and Teams: contributing to positive school change to enhance student learning

Includes: Take a key role in leading school initiatives, facilitating teacher work groups, and encouraging teacher collaboration

Core Beliefs:

o Those closest to the classroom should be instrumental in designing and implementing reform strategies.
o Collaboration builds collective knowledge and increased effectiveness.
o School-led initiatives take into account local context and needs.
o Solutions can be found within the expertise of the faculty.
o Data from a variety of sources inform school improvement efforts.

Knowledge and Skills:

o Manage diverse views and resolve conflict.
o Build and use collaboration norms when facilitating groups.
o Possess facilitation and organizational skills including recording and communicating progress.
o Draw on research, protocols and resources.
o Share responsibility and leadership, serving as catalyst of others' leadership.
o Model listening, synthesizing and reflecting.
o Engage in data-driven dialogue.
o Build community in face-to-face and virtual environments.

Dispositions: *Honor diverse views. Draw inspiration from working in collaboration with others. Ensure straightforward and transparent communication. Work from a solutions orientation. Foster community*

Vignette:

Lynette and Mike were early adopters of project-based learning at their middle school. With several colleagues they formed an interdisciplinary team, planning units that tied math, science, English and art standards together and involving local businesses in helping students with product development. Based on their initial success, they have assumed leadership for implementing project-based learning with two additional teams of teachers at their school. They have a weekly meeting structure to provide time for support, idea sharing, and feedback on student project designs, using *Participating in a Professional Community* descriptors from PGES/Danielson's Framework for Teaching Domain 4. They've taken responsibility for helping the new implementers with resources and with making community connections based on their own experiences and, when needed, enlisting administrative support. They've also made themselves available to help colleagues think through how to shift to an inquiry-based classroom without feeling overwhelmed by new roles and different ways of teaching.

Reflection:

1. How can Lynette and Mike establish an open and collegial context for beginning this work?
2. What kinds of support might the two new teams of teachers need as they implement project-based learning for the first time?
3. What kinds of accommodations of time and classroom responsibilities will Lynette and Mike, full-time teachers themselves, need to support their colleagues in implementing new classroom structures and practices?

Leading to Increase Teacher Voice and Influence: working to enlarge teachers' role in decision-making at the school and district level and in concert with administrators

Includes: Participate on school or district leadership team that supports and monitors program implementation; recommend changes in policy and practice; or help to create pathways for teachers as leaders who remain in the classroom

Core Beliefs:

o   Improvement efforts honor teachers' perspectives, experiences and ideas.
o   Changes in policy and practice are achieved through engaging teachers and other stakeholders.
o   Leadership is strengthened when distributed across role groups.
o   There is tangible benefit to teachers remaining in the classroom and providing leadership beyond the classroom.
o   Teacher leadership grows through intentional, well-defined efforts.

Knowledge and Skills:

o   Articulate shared vision and goals.
o   Act in an open and transparent manner.
o   Anticipate emerging trends to shape school or district decision-making.
o   Ask deep, clarifying questions and promote a culture of professional inquiry.
o   Seek and engage in non-evaluative, reflective dialogue.
o   Take initiative to assume leadership roles.
o   Uphold highest levels of honesty, integrity and confidentiality.
o   Challenge negative attitudes to ensure all students are honored.
o   Understand and work within systems.
o   Strive for accountability and sustainability.
o   Facilitate group decision-making using research, data and evidence.
o   Use technology to build networks that unite diverse groups and interests.

Dispositions: *Generalize beyond own experiences. Honor all perspectives. Presume positive intent. Value professional expertise. Foster community. Persevere in difficult situations. Think and act flexibly.*

Vignette:

Mario is a teacher leader who is held in high esteem by both teachers and administrators for his ability to express his thoughts clearly and to represent the best interests of his peers. He serves on the district PGES implementation committee. Knowing that evaluation can create anxiety in teachers who want to be assessed fairly and recognized for their efforts, Mario has taken this concern seriously and will advocate for a process that supports ongoing professional growth. He has been instrumental in helping the district determine how to support teachers in meeting evaluation goals, seeking out teacher opinions and suggestions. Because his colleagues value shared reflection on practice, Mario has led the committee to craft and adopt a policy that supports teacher voice in the evaluation process.
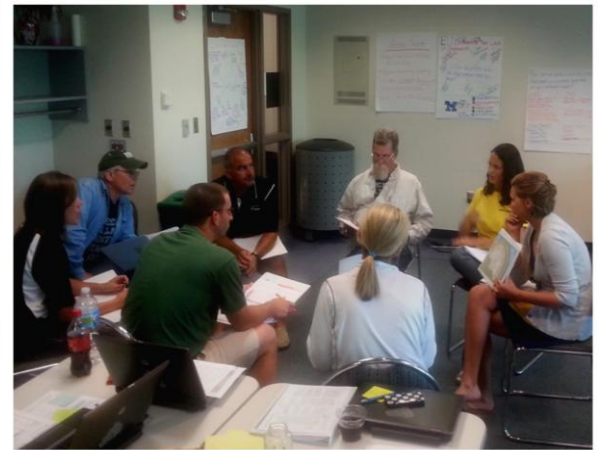
Reflection:

1.   *What does Mario need to do to prepare for entering into discussions about district policy?*
2.   *How can Mario best communicate the need to embed in evaluation policy an emphasis on professional growth?*
3.   *How can Mario work to ensure that teacher voice is heard in other policy discussions?*

Leading to Professionalize Teaching: reforming educational systems to create greater opportunities for teachers to learn and lead beyond the local level

Includes: Work to foster systems change, by serving on a state task force, participating in a regional or national teacher leadership network, or advising institutions of higher education on teacher preparation

Core Beliefs:

o   Teachers contribute to new ways of thinking about education reform.
o   Teacher participation strengthens state, regional and national efforts to achieve student equity and excellence.
o   Teacher networks provide opportunity to learn with and from colleagues across locales.
o   As credentialed professionals, teachers are in a unique position to make suggestions for teacher preparation program quality and responsiveness, as well as working conditions, role definition and policies.

Knowledge and Skills:

o   Seek out and energize colleagues.
o   Focus on authenticity and relevance.
o   Deal effectively with resistance.
o   Disseminate information equitably.
o   Use the power of language to communicate ideas and inspire action.
o   Draw on emerging trends and research to shape or influence systems.
o   Navigate change in the midst of ambiguity and competing demands and interests.
o   Work within and across systems.
o   Advocate with policy makers.
o   Organize communities to advocate for educational interests and priorities.
o   Understand current research and apply data to a variety of contexts.
o   Use emergent technologies to maximize time and impact.

Dispositions: *Interest in the bigger picture. Attuned to relationships. Embrace opportunity to work with others who have diverse views. Cultural competence. Risk taking. Self-efficacy. Honest, courageous communication. Resiliency. Willingness to speak on behalf of others.*

Vignette:

Clark 's school is participating in a multi-district project designed to learn how teacher leadership can be implemented to promote faculty growth and student achievement. He serves on the project steering committee, which has responsibility for overall development of new teacher roles across participating districts. With his own teacher preparation program only six years behind him, he is especially interested in how colleges and universities can embed teacher leadership knowledge and skills into their programs, so that students complete their certification with a larger sense of their role which includes the classroom, school, and profession. In the process of data gathering, Clark hears about a national teacher leader network and becomes an active member, taking advantage of the opportunity to learn about related policies and practices, to collaborate with educators around the country, and to contribute to a national dialogue on teacher leadership.

Reflection:

1.   *How can Clark best communicate what he is learning at the national level to colleagues in his district and the districts participating in the teacher leadership project?*
2.   *How might Clark use his expertise to develop teacher leader roles?*
3.   *What are ways Clark can influence teacher preparation programs in his state and how does he initiate this process?*

Leading to Connect to the Larger Community or World: expanding the world of the school beyond the classroom

Includes: Engage business and industry with the school or district in authentic ways; connect teachers with broader world including fundraising, outreach, and collaboration with other groups; bring community resources into the classroom

Core Beliefs:

o   Teachers and their schools are part of a larger community infrastructure, making collaboration beneficial and necessary.

o   Schools are founded on the notion that an educated citizenry will preserve our democracy, giving everyone in the community a stake in successful schools.

o   Part of teacher leadership is working with stakeholders within and beyond the school.

o   Collaboration with the larger community brings additional talent and resources into the school.

o   Technology can span distance and connect students and teachers to a larger world.

Knowledge and Skills:

o   Garner support from and work with community stakeholders.

o   Work in structures and contexts outside of education.

o   Facilitate collective inquiry processes and decision making.

o   Seek resources, information and corporate investment beyond the school.

o   Craft and deliver an effective message.

o   Use data effectively to inform goal setting, monitoring and reporting of progress.

o   Use technology to connect students with those geographically distant.

Dispositions: *Openness to working with those outside the field of education to achieve common purposes. Appreciate diverse views and experiences. Able to compromise. Willing to admit own limitations and learn from others. Recognize patterns and trends. Inspire others to support and improve education.*

Vignette:

DaJea teaches in a large urban district in a city engaged in redefining itself and recommitting to developing a competitive and well-educated workforce. To date, the school district has played a small role in city-wide improvement efforts, and DaJea and her colleagues feel that both their school and district are missing an opportunity to contribute to the development of a new framework for city advancement. In a bold move, she and the teachers on her grade-level team email the mayor's office and ask if their school can become a case study for community engagement to show how community resources can broaden school efforts to prepare students for secondary school, and in turn, how students can design and implement projects that add value to the city. The mayor is intrigued and puts DaJea and colleagues in touch with a cultural arts group that is actively involved in the city's effort to make the arts more visible and enhance the image of the city. What emerges is a project for creating an arts walking tour of existing outdoor art, to which the students are adding their own sculptures and murals. Local artists have joined students in DaJea's classroom, making art together and giving her students a window into the process of creating products that have both beauty and purpose.

Reflection:

1.   *DaJea and her team have set their own course; what skills and dispositions have enabled them to take the first and subsequent steps?*

2.   *What kinds of administrative support and accommodations are needed to enable students to work on a community enhancement project?*

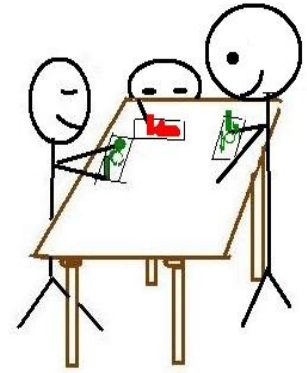3.   *How might engaging local artists and other community members with students become standard practice?*

Your comments and suggestions are welcomed!

Contact:

Lauren Hill: lauren.hill@ky.gov

Dr. Deborah Walker: dwalker@ctlonline.org

Still to Come:

Administrator Policy and Practice Resources

Case Studies of Teacher Leaders

Roles for Teacher Leaders

Links to Resources:

Supporting and Staffing High-Needs Schools

Teacherpreneurs

Classroom Coaches Critical as Teachers Shift to Common Core

YouTube on Teacher Leadership

Finding Your Voice: Teacher Leadership

Iowa Teacher Leadership and Compensation System

Creating Sustainable Teacher Career Pathways

Teacher Leaders: Leading the Way to Effective Teaching and Learning

Hope Street Group

Our Future, Our Teachers

Boston Public Schools Engage Families to Help Turn Schools Around

The Importance of Community Involvement in Schools